DOCUMENT RESUME

ED 021 953 VT 001 018

By- Thompson, Emily D.; And Others
SUGGESTIONS FOR TEACHING BUSINESS PUPILS OF DIFFERENT ABILITY LEVELS-WITH SPECIAL EMPHASIS ON PUPILS EXPERIENCING DIFFICULTY.
New York State Education Dept., Albany. Bureau of Business and Distributive Education.
Pub Date 64
Note- 51p.
EDRS Price MF-$0.25 HC-$2.12
Descriptors- *BUSINESS EDUCATION, *CLASSROOM TECHNIQUES, *DISTRIBUTIVE EDUCATION, EDUCATIONALLY DISADVANTAGED, HIGH SCHOOL STUDENTS, LEARNING DIFFICULTIES, STUDENT CHARACTERISTICS, TEACHER CHARACTERISTICS, *TEACHING GUIDES, *TEACHING PROCEDURES

Characteristics of pupils experiencing difficulty and the teacher's responsibilities for these young people are discussed. Suggested classroom procedures include--(1) Require business-like behavior of every pupil, (2) Select pupils to assist with routine class duties, (3) Organize seating charts and necessary clerical records, (4) Divide class into groups according to ability, (5) Plan lessons carefully with considerable allowance for flexibility and change in pace, and (6) Plan homework carefully with the pupil so that he knows what is expected. General considerations and suggested procedures for classroom instruction, developing new units of work, standards, texts, and school marks are presented. A general bibliography and special bibliographies for bookkeeping, introduction to business, office practice, shorthand, and typewriting are included. (PS)

Suggestions for Teaching Business Pupils of Different Ability Levels — With Special Emphasis on Pupils Experiencing Difficulty

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THE STATE EDUCATION DEPARTMENT
BUREAU OF BUSINESS AND
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ALBANY

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Suggestions for Teaching Business Pupils of Different Ability Levels — With Special Emphasis on Pupils Experiencing Difficulty

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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JOHN E. WHITCRAFT

Bureau of Vocational Curriculum Development and Industrial Teacher Training

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FOREWORD

Teachers are faced with the challenge of teaching *all pupils* enrolled in their classes. Today, perhaps more than ever before, teachers also have the responsibility of encouraging pupils to continue their education so as to graduate from high school or to remain in school long enough to obtain the educational preparation that will make them contributing members of society. This teaching guide has been developed to assist business and distributive education teachers in their efforts to instruct pupils of all levels of ability, *especially those experiencing learning difficulties.*

Pupils who experience learning difficulties frequently choose a subject or decide to follow a special vocational curriculum sequence that will help them obtain vocational preparation and lead to employment upon their leaving school. Guidance counselors make every effort to help these pupils make wise, realistic choices of subjects available in the school's curriculum. Once these choices have been made, the classroom teacher must also counsel with each pupil. Personal counseling by the teacher on a continuing basis is especially important if these pupils are to be motivated adequately to remain in school.

This guide contains a number of suggestions that will assist teachers in working with pupils who are encountering learning difficulties. These pupils need much sympathetic understanding, and the teacher must take unusual precautions to help them overcome the feeling of insecurity they are likely to encounter as they endeavor to acquire knowledges or skills that are difficult for them to master. Teachers are urged particularly to plan classroom activities that will give special consideration to each of these pupils and his particular learning problems.

The sympathetic, understanding teacher will realize a great deal of satisfaction from seeing these pupils grow. Although many of these pupils will not be able to comprehend the more intricate facts or concepts relating to a given subject, they will ordinarily show improvement through a more genuine interest in class activities and in their social skills.

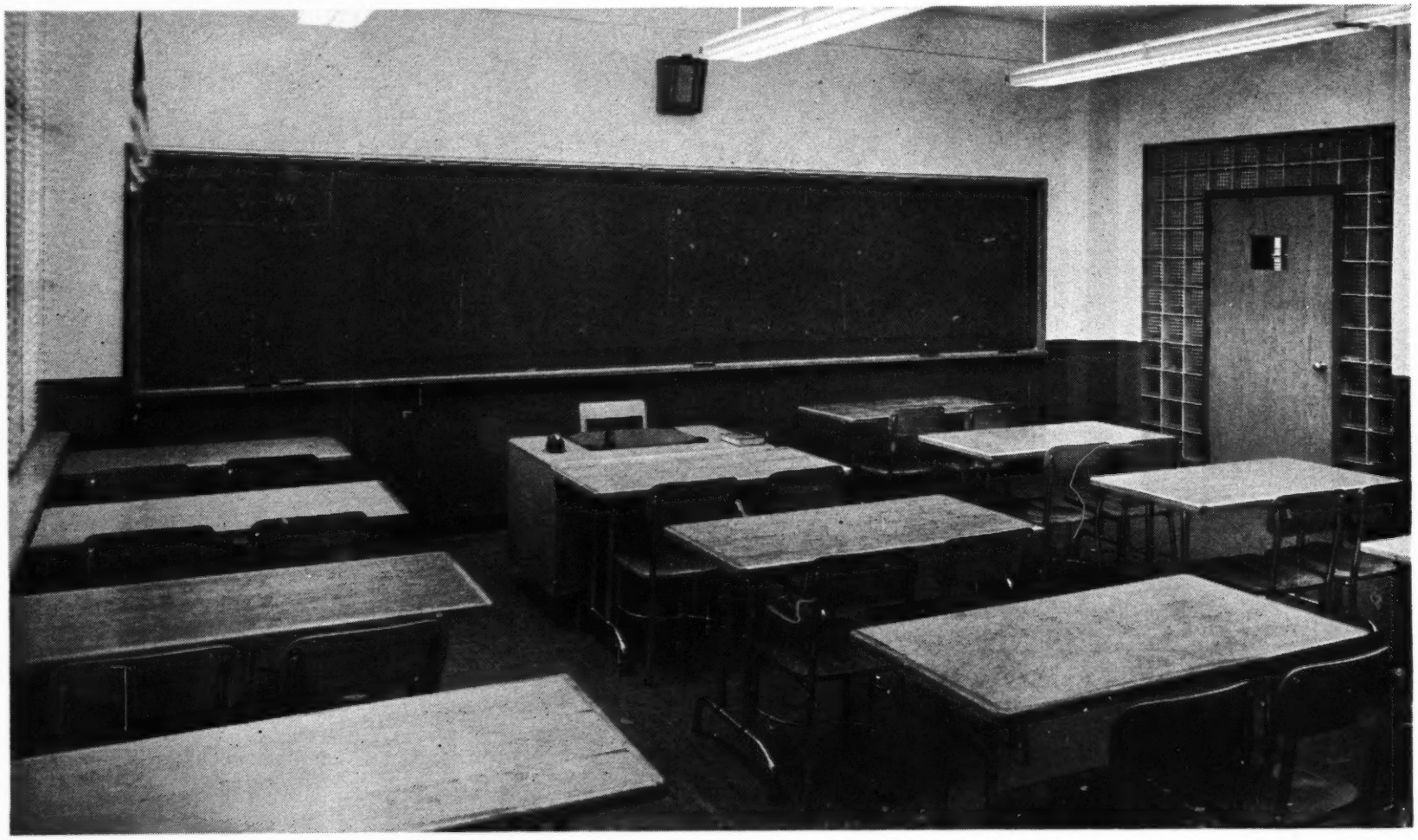
The staff of the Bureau of Business and Distributive Education is grateful to Emily D. Thompson, former head of the business departments at East High School and at Benjamin Franklin High School in Rochester, who developed the original materials for this publication. Mrs. Helen Meinhardt, head of the business department at Benjamin Franklin High School, Rochester, and Elizabeth Town, business

teacher at Monroe High School, Rochester, collaborated with Miss Thompson in the design and development of this guide and were especially helpful to her.

Local school personnel who use the suggestions included in this teaching guide or variations of them are invited to write to the staff of the Bureau of Business and Distributive Education regarding their experiences. Their ideas and suggestions would be of considerable value should this publication be revised at a later date.

JOSEPH R. STROBEL
Assistant Commissioner for Instructional Services (Vocational Education)

JOHN E. WHITCRAFT
Chief
Bureau of Business and Distributive Education



This style of furniture permits the organization of the class for small group instruction.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
	No attempt was made to include suggested procedures to meet every exigency. The suggestions are illustrative and suggestive only. *Each teacher is urged to use procedures that are in keeping with his personality and sound principles of psychology and mental hygiene.*
1 *Some Overall Factors* As used in this brochure, the designation *different ability levels* refers to those pupils who are not eligible for classification in any of the various types of special classes and who are, therefore, assigned to a regular business class or, where the school organization permits, to some type of business class more appropriate to their abilities and needs.	*Above-average pupils*—those needing advanced and broadening instruction. *Average pupils*—those who can profit from the regular course work. *Pupils experiencing difficulty*—those requiring a modified type of instruction.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
Schools scheduling several sections of a business subject should attempt to group pupils as to ability. Where this is not possible or where there is only one section of a subject, a multiple-class type of instruction should be planned. A multiple class is one in which two or more levels of instruction are taught in the same classroom by one teacher.	Group pupils within the classroom according to ability. Set minimum standards for the class that are within the reach of those experiencing difficulty; explain to the entire class that the best grades will be awarded to those pupils who do the best work and do it accurately and neatly.
Teachers should endeavor to present the subject matter in an interesting and challenging way to pupils of every level of ability. Every pupil has a right to be considered as an individual, with strengths and weaknesses of his own.	In grouping, place one comparatively able pupil within each group. This pupil will provide leadership to the group. This arrangement will also enable the teacher to individualize instruction more expeditiously. Assignments and class activities should be made according to abilities; i.e., oral reports or room displays for pupils who possess talents along these lines; projects involving hand and/or leg work (obtaining samples, etc.) for pupils of more limited capacity.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
Teachers should be aware of the fact that most modern syllabuses, textbooks, and teachers' aids include suggestions and materials which can be used to assist in individualizing instruction.	It is assumed that each pupil will have a textbook for his individual use during the course. A textbook should serve as a tool for teachers and pupils. It is not necessarily to be followed from the first page to the last one, but used to fit in with the sequence that may be most desirable in the teaching of a given subject. Pupils need instruction in the best way to use books effectively. They also need to be instructed in the proper treatment of books and other supplies and equipment for which they are individually responsible.
The course of study should be a *guide for the basic information* to be learned in a given subject. The *fundamentals* of each topic of the course should be covered by all members of the class, with provisions made for the various levels of ability within the group, such as the personal-use level, the acquaintanceship level, and the vocational level.	

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
Characteristics of the Pupils Experiencing Difficulty These boys and girls are not from any one area of society; their families come from all walks of life. For one reason or another, these young people have failed to achieve success in schoolwork. Probably their greatest handicaps are difficulty in reading and the lack of an adequate vocabulary. Lack of ability in the fundamentals of arithmetic may also handicap the pupils in this group. Their powers of judgment and general comprehension may be below average.	The following personal and personality problems may account in part for the lack of ability demonstrated by these pupils: timidity repeated absence ill health truancy family disregard for the necessity of regular attendance emotional instability difficult family situations undiscovered visual and/or auditory defects may come from underprivileged families who lack cultural background and fail to support the children in the need for education may be slow learners who, because of inability to compete with their schoolmates, have become discouraged, then bored with school.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
In the classroom these pupils may be discipline problems; inattentive, defiant, and uncooperative in bringing the necessary tools to class as well as in making any attempt to take part in the class activities and assignments. Such pupils may become easily discouraged with the difficulties of school and drop out at the earliest opportunity. If teachers are to be of real assistance to these young people, they must do all that they can to keep them in school and to provide the education and training that will be of practical personal value in life.	These pupils must feel that they belong and realize they have the ability to contribute to school, home, and community. Once the teacher establishes the fact they *can do work successfully* and reduces their feeling of failure, most discipline problems disappear.
Precaution should be exercised to consider the positive characteristics of these pupils. They are not abnormal individuals. Their degree of intelligence cannot be estimated from their appearance. They possess the usual characteristics and desires of children of their age. They want to succeed. They have hopes for working and earning a living, but they may lack the necessary drive to force themselves to perform school tasks.	To make the members of the class feel "at home" and to lead them to practice everyday courtesy, the teacher might stand at the door as the class enters and greet each pupil. At the end of the period, allow the members of the class enough time to assemble their materials for leaving the room; require the class to leave the room in good order—papers off the floor, chairs pushed under desks, etc.

Attractive displays and forms of competition stimulate pupils of all levels of ability.

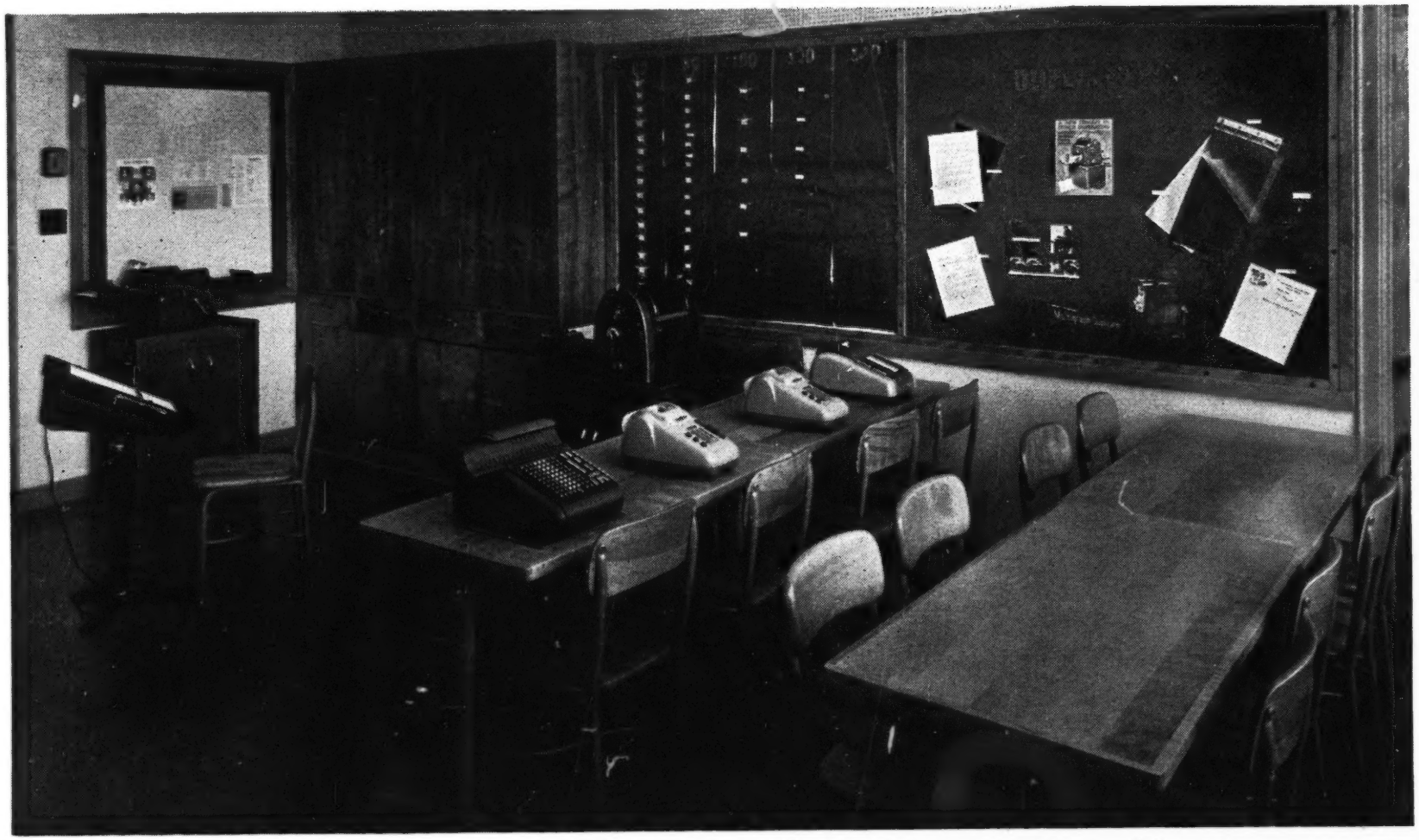
GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
	These pupils must see the relationship of school learning to their *current* daily living needs. What records should be kept with respect to personal affairs; what records are kept in the places where these young people may be working in part-time jobs; what are some of the legal responsibilities they face in their everyday activities?
Many of the pupils who are experiencing difficulty in schoolwork can and do contribute substantially to society through their interest in athletics, music, machinery handicrafts, art, knowledge of pets, and other hobbies. They are often thoughtful, courteous members of a group and have a high regard for their teachers, parents, and employers.	

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
The Teacher of Pupils Experiencing Difficulty There is probably no group of pupils in regular business classes that offers more of a challenge to the teacher. It must be remembered that, with all of the difficulties these pupils possess, they still have the desire to succeed and the ability to learn. The teacher has the responsibility for motivating these young people so they will develop into citizens who are able to take their place in the community and make a contribution to society.	From the first day, practice the policy of being firm, friendly, humorous. Discuss with the class what is to be expected of them. During the first day, give them an overview of the content of the course. Do not go into great detail; most members of such a group are not able to follow a long discourse, and you will lose them before you gain their confidence.
The teacher must be able to *command attention* and be in unquestionable control of the group at all times. Resourcefulness, intelligence, adaptability, a sense of humor, and a genuine appreciation of the problems of young people are characteristics of the successful teacher of this group.	Let the students know that you are firm and fair but that you also are human and have a sense of humor. Learn to overlook the many little, so-called aggravating expressions of word or deed. Make these pupils realize that you are anxious to help and guide them whenever there is a need.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
As teachers, we need to arouse the hope of these pupils, not by what we say, but by enabling them *to make progress* and *gain confidence* in their own ability to succeed. Pupils need to discover their strengths and develop them. It is often the classroom teacher who will prevent discouraged pupils from leaving school and from depriving themselves of the vocational preparation so necessary in today's economy.	The teacher must assume a *positive attitude* toward these young people and take pleasure in the little successes he sees his pupils make from day to day. It is difficult not to become discouraged when the lesson, taught thoroughly and carefully one day, is forgotten by the next. It is not the mastery of subject matter alone, however, that the teacher should look for as an indication of success on the part of these pupils. Growing self-confidence, greater willingness to participate in the class, better cooperation in coping with required working tools and materials, improved attendance, improved behavior, and a developing sense of responsibility should also be taken as evidences of achievement.
Extreme *patience* and the *willingness to adjust classwork* to the different abilities represented in the group will pay dividends to the teacher in that he will have fewer discouragements in the handling of the class.	

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
If the teacher is to prepare these pupils for future jobs, it is necessary that he be aware of the types of positions that may be open to them. *Realistic vocational information* is most essential.	
College preparatory subjects, for the most part, are not practical for most of these pupils. It is possible that some of these pupils will continue their education beyond the high school, but they are apt to enroll in posthigh school courses offered by other than degree-granting institutions. With increased age and maturity such young people, through the great persistence many of them possess, often surprise us in their educational attainments.	Some teachers may overlook the fact that not everyone should hope for a college education. The skillful teacher will be able to encourage the individual pupil to look ahead toward practical, realistic goals he might hope to reach.
	Many of these pupils aspire to positions which are considerably beyond their capacities. These boys and girls need to be encouraged, however, to set vocational goals toward which they may work. They also need *patient, kindly help* in self-evaluation.
	For example: A girl may have her heart set on becoming a secretary and yet be completely unqualified to meet her goal. From experience and vocational knowledge, the teacher can help this girl learn more about business jobs that would be interesting, yet within the range of her capabilities.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
Planning Classroom Procedures While these procedures are suggested for pupils experiencing difficulty, they may be equally useful with average and above-average pupils.	
A *well-ordered classroom* with consideration for the physical comfort of pupils and teacher—e.g., lights and ventilation adjusted; chalkboards cleared of material not to be used in the particular class; bulletin boards well arranged with up-to-date, pertinent exhibits—provides considerable assistance to the teacher in developing class control.	Many teachers prefer to put the room in order for their own classes; others find it helpful to have pupils undertake certain housekeeping tasks. If you wish pupils to help with this work, ask for volunteers and make definite assignments which are listed on a schedule posted on the bulletin board.
Require business-like behavior. Explain how the class is organized and that cooperation and self-control will be required of every pupil.	Explain the procedures that are to be followed in your classroom, then follow these procedures consistently each day. The teacher should greet pupils at door as they enter classroom. Pupils enter room, go directly to seats, and immediately begin work. The teacher or a pupil has placed on the board two or three simple questions relating to the classwork, two or three simple math problems, or a review drill in a typing class.



Modern instructional equipment similar to that used in business means greater pupil interest.

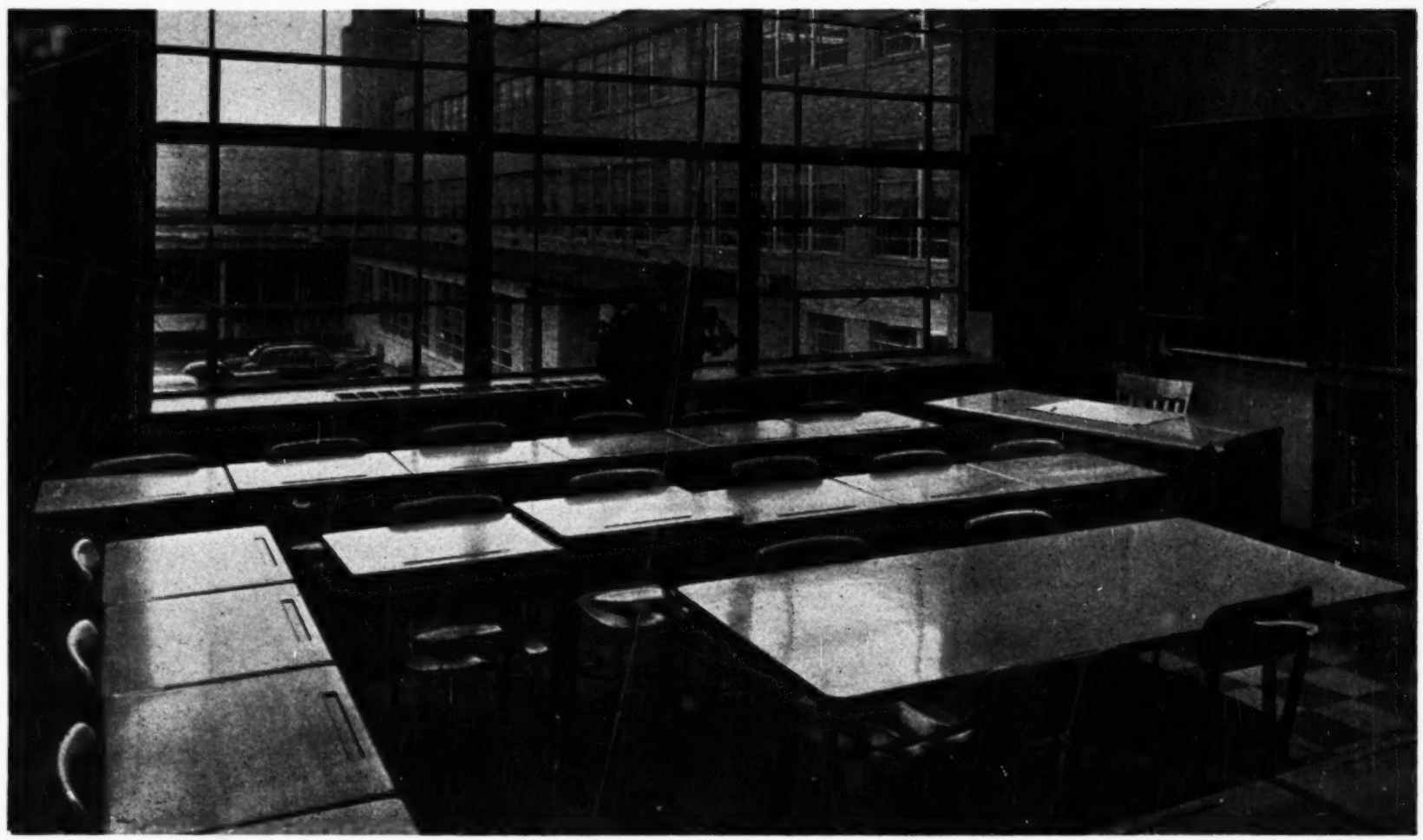
GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
	In most business classes, simple arithmetic problems involving the fundamental processes are always appropriate. Insist that pupils come directly and promptly to the classroom and begin work immediately on the work that has been placed on the chalkboard. If pupils are required to follow this practice from the very first day, it will become the thing to do. Never permit pupils to call out answers; insist upon raising hands to speak.
	Appoint pupil committees to care for bulletin boards. Develop a time schedule for the topics to be covered in the course. Meet with each committee to help make plans for obtaining materials suitable for the bulletin board display related to each topic. More able pupils might be expected to gather clippings from their reading of supplementary pamphlets or newspapers. Pupils experiencing difficulty might be asked to gather photographs or other magazine illustrations related to the topic and help to arrange the display.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
Policies governing the conduct of the class should be established at the beginning of the course. Pupils should participate in the making of such policies. These rules of conduct should be brief, as simple as possible, and *understood and followed by every member of the group.*	It is well to have a file of materials, arranged according to topic, that are suitable for bulletin board displays..
	Examples of rules for pupil conduct that have been found helpful by teachers:
	1. "From the time you enter the room, you may help a neighbor except when tests are being given. However, never speak so that I can hear you.
	2. "Raise your hand to volunteer an answer to a question. Do not call an answer out.
	3. "Come into the room before the final bell and immediately begin the work listed on the chalkboard. See how much of the work you can finish before the class is called to order.
	4. "Leave your desk only with permission.
	5. "Push your chairs under your desk quietly and carefully when you are about to leave at the end of the period."

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
Select pupils to assist with routine class duties.	Appoint an attendance clerk and an assistant. (Assistant takes over when regular is absent.)
	Appoint two "checkers" of papers that were completed by pupils immediately after they entered the room each day. The work can be corrected by two checkers within 2 or 3 minutes.
	Appoint a chalkboard monitor and an assistant to erase all boards the last few minutes of the period.
	Appoint pupil to put simple work on board toward end of period, to be done by all when first entering class the following day.
Generally, confine group instruction to activities of the following or similar types: Introduce a new topic, exercise, or skill. Explain common errors. Praise outstanding work of individual pupils.	Cover small portions of new work at a time. Give explicit, clear, and complete explanations to the entire class.
	Talk at their level; go slowly enough to reach *every* pupil. Follow up any new work with applications to be completed during the remainder of the class period and for another day or so.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
	Provide enough work of increasing difficulty to interest the slow pupils and challenge the most capable. Do not require *each* pupil to complete every unit; instill competitive spirit by making it clear that grades are to be based upon both the quantity and quality of work produced. Encourage pupils to ask questions. Provide instruction guides for each unit. The use of this individualized instructional material helps meet the needs of different levels. Permit pupils to work at each unit, using the instruction guides, at their own rate of speed. Be firm in demanding that *every* pupil stop working and give his attention to you as you explain particular phases of any unit that is causing difficulty. Praise pupils for work well done. Give credit for every form of achievement, regardless of how minor it may seem. Be dramatic. Bear in mind that many of the slow learners have never known success. A few words of

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
	praise will give these pupils incentive to do better work and produce more. Success provides the motivation to make progress. Point out things that are done poorly or that are annoying. Have leaders prepare a list of words relating to the unit. Spell these words in unison. Explain the meaning of each word, and have pupils write out the meaning. Use these words for testing.
Seating charts and *necessary clerical records* for keeping a record of grades and attendance should be efficiently organized. A seating chart should be prepared at the first meeting of the class. It is often more effective to avoid the arrangement of pupils according to the alphabet. Names should be learned as quickly as possible.	Keep seating chart where it is readily available. Develop a chart for every class. A pupil can be appointed to take attendance. This pupil should be selected for his or her good record of attendance, and should have an alternate to take over in case of absence. The list of absentees and those tardy can be handed to teacher when time permits.



Various styles of furnishings permit a variety of teaching procedures.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
	The pupil in charge of seating chart may be permitted to make changes in pencil as pupils register in or drop from the class or for some reason need seats changed. At the beginning of the year, before appointing special helpers, explain to the group how these helpers will function. List the qualifications you will consider in selecting these assistants. This procedure may encourage better attendance and help make each pupil feel like a "member of the team." Some teachers of mixed-ability classes find it helpful to have pupil desks arranged in pairs, so that the less able pupils can work with each other or have a partner upon whom to call for help. If this practice is followed, it needs to be understood that talking must be done quietly and that there will be occasions when every pupil must work entirely on his own.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
Divide class into groups according to ability.	This may be done either by rows in the classroom or, if room facilities permit, group several pupils together with a top pupil in each group.
Establish high standards of achievement for superior students.	Make available extra class assignments. Provide the opportunity for extra home assignments (write paper on assigned topics, etc.).
Use class leaders.	Capable pupils should be selected by teacher to serve as class leaders. Another procedure used by some teachers is to seat a top student in the last seat in each row. These pupils will be "leaders"; when a pupil in their respective rows raises his hand for help, a leader will go to him if the teacher is busy. Leaders should be changed from time to time so that no one pupil will be imposed upon.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
Provide individual instruction.	Leaders and teacher should give individual instruction to pupils in the row or group. The teacher thus has greater opportunity to spend time with individual pupils and better understand their needs. This also permits instruction to be given to individual pupils without disrupting classwork. Assign some of the more able pupils to serve as "tutors" to the very slow and to those pupils having difficulties. Appoint pupils to help those who have been absent. Many pupils are afforded the opportunity to develop *leadership* by assisting others.
Hold brief meetings with leaders during class period.	Discuss with class leaders best practices for assisting pupils. Review current classwork. Discuss advanced assignments. (Since leaders are the better pupils, they will be working ahead of the average in the class.)

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
	Leaders should report pupil progress. In this way, the teacher is aware of just how much is being accomplished by every pupil in the class and can give encouragement to those who may be falling behind. These discussions with leaders provide the opportunity for the teacher to stimulate the learning process at all mental levels.
Provide other opportunities for leadership.	Appoint chairmen for class projects. Appoint receptionists to greet class visitors. Select pupils to assist teachers with routine class duties.
Make careful preparation before using projected visual aids.	Assign one row to ask questions about the visual aid. Have each pupil write a question that occurs while the film is being projected, and have a class discussion on these questions after the showing. Give pupils clues to help them to be alert for certain items in the film.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
Place continuous emphasis on the following:	
Proper care and handling of materials, supplies, machines	Develop a variety of classroom posters that will serve as reminders.
Business etiquette	
Proper grooming	Display carefully prepared pupil work to help motivate the class.
Legible handwriting	
Conservation of supplies	Point out how working habits can be improved upon.
Neatness and accuracy	
Good working habits	Praise lavishly for evidences of any of these qualities.
Punctuality and good attendance	
Classroom housekeeping	

Respect and care for business machines and supplies can be taught as concomitant learnings in this well-appointed business department workroom.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
If school policy permits, additional information about individual pupils in the class may be obtained from pupil personnel records. Although the teacher will not require the record of every pupil, there are often individuals about whom more extensive information would be helpful to the teacher.	The teacher's attitude should be: "I will make these pupils enjoy my class so much that they will grow. Regardless of past performance, I will try to avoid being influenced by the pupils' previous records."
Extreme caution must be observed to treat any information from a pupil's personal file as strictly confidential. Obviously, such information is necessary to give counselors and teachers a better basis upon which to understand each pupil and help him develop to his maximum potential.	
The course of study outline for a particular course should be used as a guide, not necessarily a prescription of content to be mastered by every member of the class.	It is necessary that the teacher be thoroughly familiar with the content of the course of study. The *teaching suggestions* that are often provided should also be carefully reviewed.

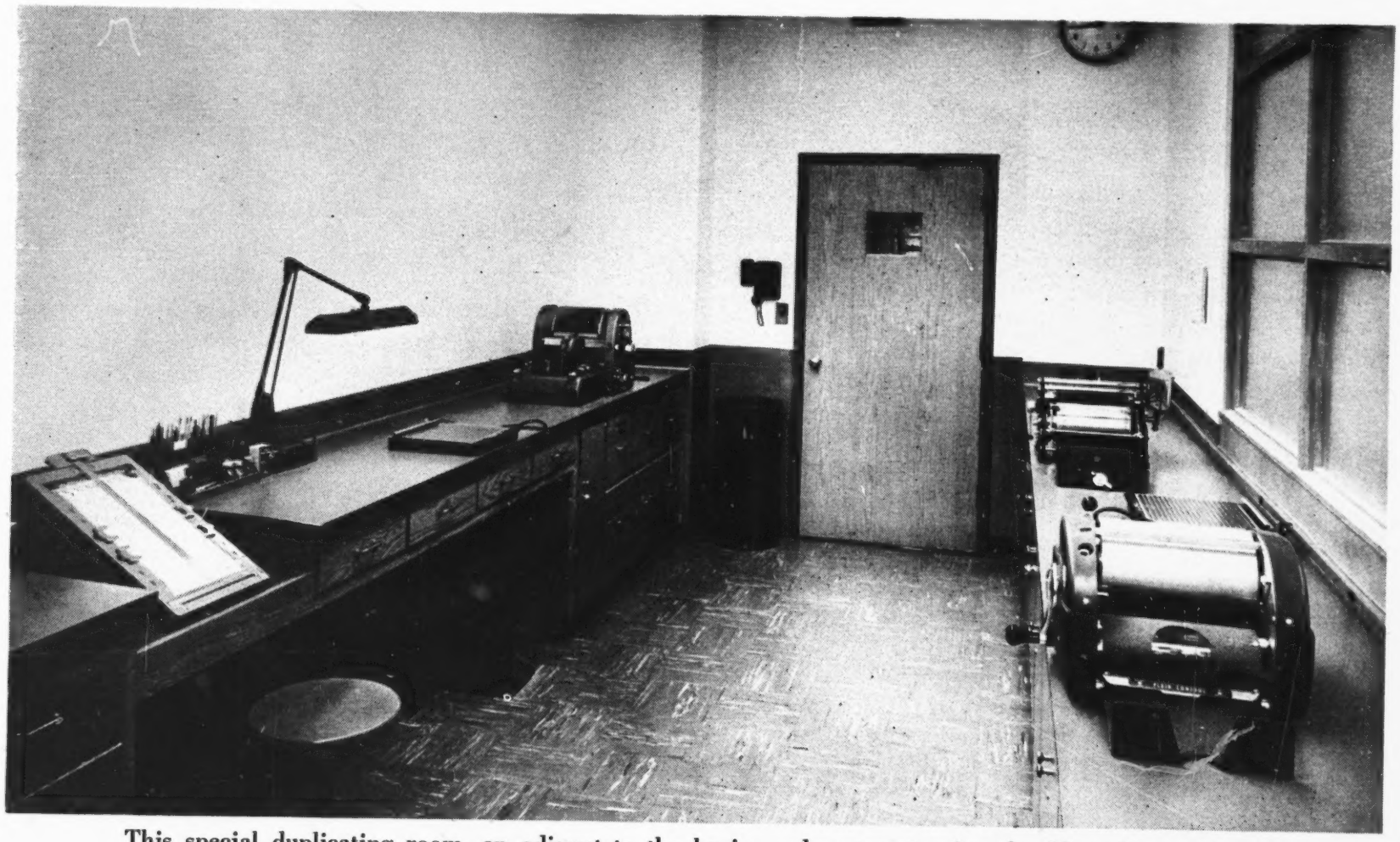
GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
Taking into consideration the composition and needs of the group, the teacher should decide the extent to which the various topics should be developed. Every pupil in the class should not be expected to complete all of the material in each unit; some of the subject matter may be used best to enrich the course content and challenge the more able pupils.	Set minimum requirements to be met by every member of the class. These minimums need not be announced to pupils; they are for the teacher's use in lesson planning. Guide discussions so that class time is not lost to mere extraneous conversation. Informal class discussions, however, will often give the teacher an insight into pupil understandings and work yet to be accomplished. Encourage pupils to talk freely about their school and out-of-school interests. Have them relate experiences they may have had in the business world.
There must, of course, be a *logical plan and sequence of assignments.* Activities should be selected and utilized as pupils are ready for them. Activities should be challenging, interesting to the pupil, and not merely work to consume time.	Assign better pupils to special projects on the topic under study. Permit several pupils to work on a project and present a combined report to the class. Encourage all members of the class, even the less able, to read current newspapers and periodicals. Encourage pupils to bring articles to class that have a bearing on the work being studied. The teacher may want to point out certain articles and suggest that pupils report on them orally to the class.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
Written lesson plans, with enough detail to keep the class moving toward the goals set up for the course, should be prepared and kept on file for periodic reference.	As new points are raised during a class discussion, the teacher should have space in the lesson plan to record any deviations. There may need to be a number of assignments listed which the teacher may or may not use. Extra items should also be listed that make it possible for the teacher to change from one class activity to another without losing the value of the lesson.
Assignments should be short enough to hold the brief span of attention characteristic of these pupils. The work required should be reviewed in advance to make certain that it is well within the comprehension of pupils. Drill work is necessary to help many of these pupils to retain the fundamentals of the course.	
Carefully planned lessons, with considerable allowance for *flexibility and change in pace*, are much more essential for these classes than for classes made up of average and above-average pupils.	There is no reason that every item in a day's lesson plan need be covered that day; plans will frequently extend for longer periods of time.
	In addition to the basic textbook for each pupil in the class, *supplementary materials* should be readily available for class use. Many of these materials will be of help in adapting course content to the various levels of ability; e.g., workbooks, special individual lesson sheets, supplementary textbooks. Departmental files of illustrative materials are also invaluable as resources for the teacher.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
A policy regarding *homework* in the individual classes should be established so that pupils appreciate the reason for such assignments and cooperate better in the preparation of the work. These pupils need very specific directions for work to be done away from the teacher's supervision. The assignments should be definite and only as long as absolutely necessary.	Homework should be expected from *every* member of a class. It is desirable to give pupils assignments to be done outside of class that suit their individual needs. Homework must be carefully planned with the pupil so that he knows what is expected. It should consist of work that can be accomplished in a reasonable span of time. The pupil experiencing difficulty must learn, as do the others, to meet deadlines and to accept responsibility for carrying out certain tasks. Be sure that homework is handed in when due. Whether or not homework should be assigned actual grades is a debatable question, but a record is needed in order to credit pupils for outside work. What the homework has taught will be determined when the class tests are given.
Suggestions for Classroom Instruction Classroom activities must be changed *frequently* to hold the attention of these pupils. Several short units of work for a class period are often better than one long one. The teacher who is willing to make careful yet flexible plans will have more success with this group of young people.	Provide instruction guides for the various jobs or units of work. Let pupils work at each guide at their own rates of speed. The teacher and the pupil leaders should provide individual instruction where necessary. Use group instruction to present new work common to all members of the class; to discuss common difficulties; to praise pupils' work.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
Classroom *discussions* should be *brief* and *to the point.* Pupils experiencing difficulty usually cannot participate effectively in a discussion that includes all members of the group. They may appear to give attention, but will actually absorb very little information from lectures or general discussions. Encourage oral expression by having pupils explain some *part* of the lesson; do not permit a poor explanation to confuse the class. It may be necessary for the teacher to restate the contributions of some of the members of the class.	
Although practice in oral expression needs to be given, considerable emphasis should be placed on written work and on projects requiring manual skills.	
Particular attention must also be paid to the manner in which tasks are accomplished. Before starting to work on a project, emphasize how to save time and motions; this will involve the development of a plan for the way in which the project is to be done. If remedial teaching should be needed while the project is under way, interrupt the project at once. Pupils must understand that	*Developing good work habits* is very important. The teacher should keep in mind the fact that work habits acquired in the classroom may be of vocational value later in the pupils' lives. *Observe how* pupils perform their work. Walk about the room while classwork is in progress, and see how tasks are being carried out. It is often helpful to stand at a spot other than in the front of the room to observe progress.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
remedial work is meant to *help them.* Care must be exercised not to cause pupils to lose confidence or interest as a result of these interruptions. Probably much remedial work should be carried on for the *individual pupil* through *personal conferences.*	Penmanship can often be improved by making suggestions as to proper writing techniques. Refusing to accept untidy, illegible work and requiring occasionally that a paper be done over to meet class standards is one way to effect improvement. The recopying of papers, however, should not generally be encouraged; these young people will be expected to produce usable work on the first try when they are employed.
These pupils may eventually be capable of performing many types of clerical recordkeeping tasks and should be made aware of the value and necessity of accurate, neat records. It is possible to give individual assignments for *drills in arithmetic* that may help particular members of the group overcome lack of skill. Practice should also be given in checking work for accuracy and in the proper correction of errors in records.	Because these pupils often experience difficulty with reading, it is necessary that the reading materials be within their comprehension. Some reading aloud by pupils may be helpful, but rather than have pupils read aloud for extended periods of time, the teacher might better select key paragraphs and read them to the class. During this reading, be sure the pupils understand the vocabulary. After such reading, select words that are important to the understanding of the content; discuss word meanings and drill on use and spelling of the words. Pupils may be required to keep a vocabulary notebook and be given review tests from time to time.



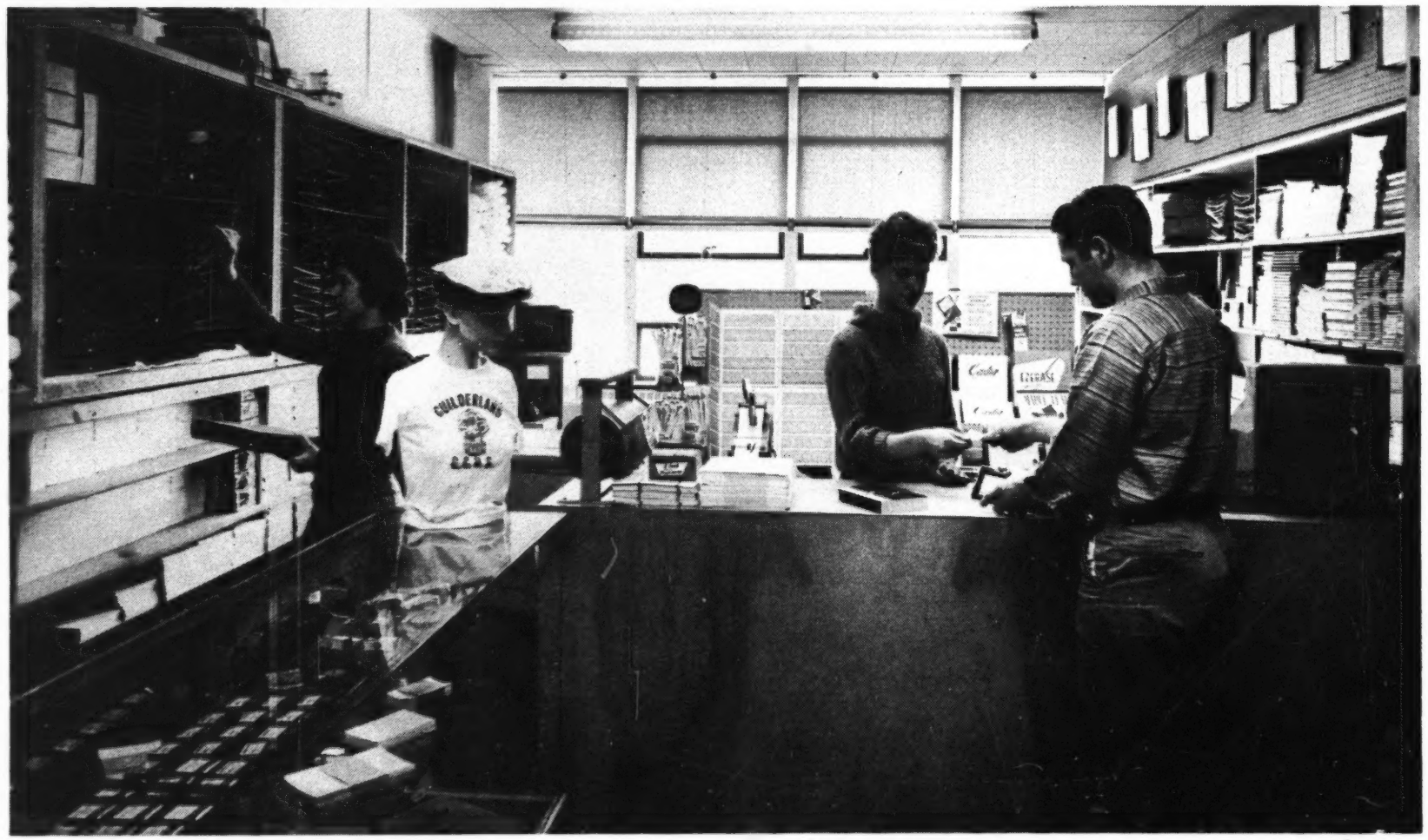
This special duplicating room, an adjunct to the business department suite, should enable pupils of varying abilities to learn marketable skills.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
Pupils often become fearful of the teacher's censure and try to cover up errors rather than find out how to correct them. These young people must realize that they can obtain help from their group leaders or office supervisors if they will ask for assistance. If pupils are to be prepared for jobs in business concerns, they must turn out usable records. There are no "answer books" or "teachers' keys" in the business office.	
It may be advisable to have each pupil keep a *notebook for the subject.* Notes should be given by the teacher from a simple outline on the chalkboard, or duplicated pages of notes may be provided for each pupil to put in his notebook. Pupils should be encouraged to use these notes for review purposes.	A mark should be given on the basis of the work in the notebook — how it is asembled, neatness, completeness, etc. *Note:* A word of caution about materials for notebooks. Many pupils *do not have* newspapers and magazines of their own for illustrating notebooks. If clippings and pictures are required, the teacher should be sure that an adequate supply is available in the classroom for pupil use. Otherwise, pupils may destroy library and school reference materials in their zeal to produce a good notebook.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
Demonstrations and visual aids are most helpful in teaching these pupils. Demonstrations by the teacher, pupils, or by classroom guests should be *carefully planned* to be sure they meet the purpose for which they are intended.	Bulletin boards may be used most effectively. Slides and movies are valuable if the teacher prepares the pupils for the viewing and does not permit pupils to get the idea that they are being entertained.
Pupils experiencing difficulty *must be guided* carefully and slowly until they gain sufficient mastery of a subject to make it worthwhile. They probably should not be expected to cover every section of the course of study. The teacher will find it necessary to select the essentials to be covered in a given class situation. Written work and drills should be closely related to the goals to be attained; avoid busy work that does not contribute directly to the pupil's progress.	"Teacher's Credo — This I Believe* 1. That every child is entitled to the best we have to give regardless of his personality, his mentality, or his situation. 2. That we should remember that kindness, consideration, and trust are not signs of weakness in a teacher. 3. That children are hurt by the same things that hurt us — sarcasm, ridicule. 4. That we must bring every bit of training and intelligence and faith we have to bear upon our problem children, or rather our children with problems."
Impatience on the part of the teacher may result in disturbing the group and creating discipline problems. The teacher needs to be calm and in control of the class, and should not be irritated or disturbed when pupils do not readily respond to the lesson. Keep each pupil aware of his progress at all times. Give him reason to believe he is succeeding.	* *Delta Kappa Gamma*, spring 1963 issue

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
Suggestions for Developing New Units of Work To help the teacher determine where to start the new material, it is helpful to have a *pretest* — written or oral. Such a test is not one to be graded; it serves to relate the new work to what is already familiar to the pupils.	*Direction and practice in how to study* the subject should be given early in the course. Teachers cannot assume that pupils will study effectively unless they are given some assistance. Part of the class period can well be utilized for this purpose.
Pupil and/or teacher demonstrations are effective for presenting new material.	
Short oral reports from current publications might be used to introduce new units of study.	
Speakers from the business community often contribute information of considerable interest for students. However, the teacher should be sure that such a *speaker understands* the comprehension level of the class and will not talk for too long a time or use an involved and technical vocabulary.	The pupils might write a "thank-you letter" to a guest who has taken time to come to talk to them.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
Former pupils who are now employed will often give very helpful hints as to how the actual job differs from school and what the pupil should be doing to equip himself for future employment. *Carefully planned trips* to local plants and offices might be made. There is much responsibility for the teacher in taking the class away from the school, and there is some question as to how much these pupils will absorb from the event. If *homework* is expected, these pupils should have definite assignments or exercises they can be expected to do. Such work should be carefully done and ready to hand in on the due date. *Standards, Tests, and School Marks* The *standards* of work expected from pupils experiencing difficulty should be realistic in terms of what these young people can accomplish without becoming unnecessarily discouraged. Standards may be varied for individual pupils. Accuracy, neatness, legible penmanship, and promptness in completing assignments are accomplishments possible for each to attain. These accomplishments will require much patient direction and insistence on the part of the teacher.	

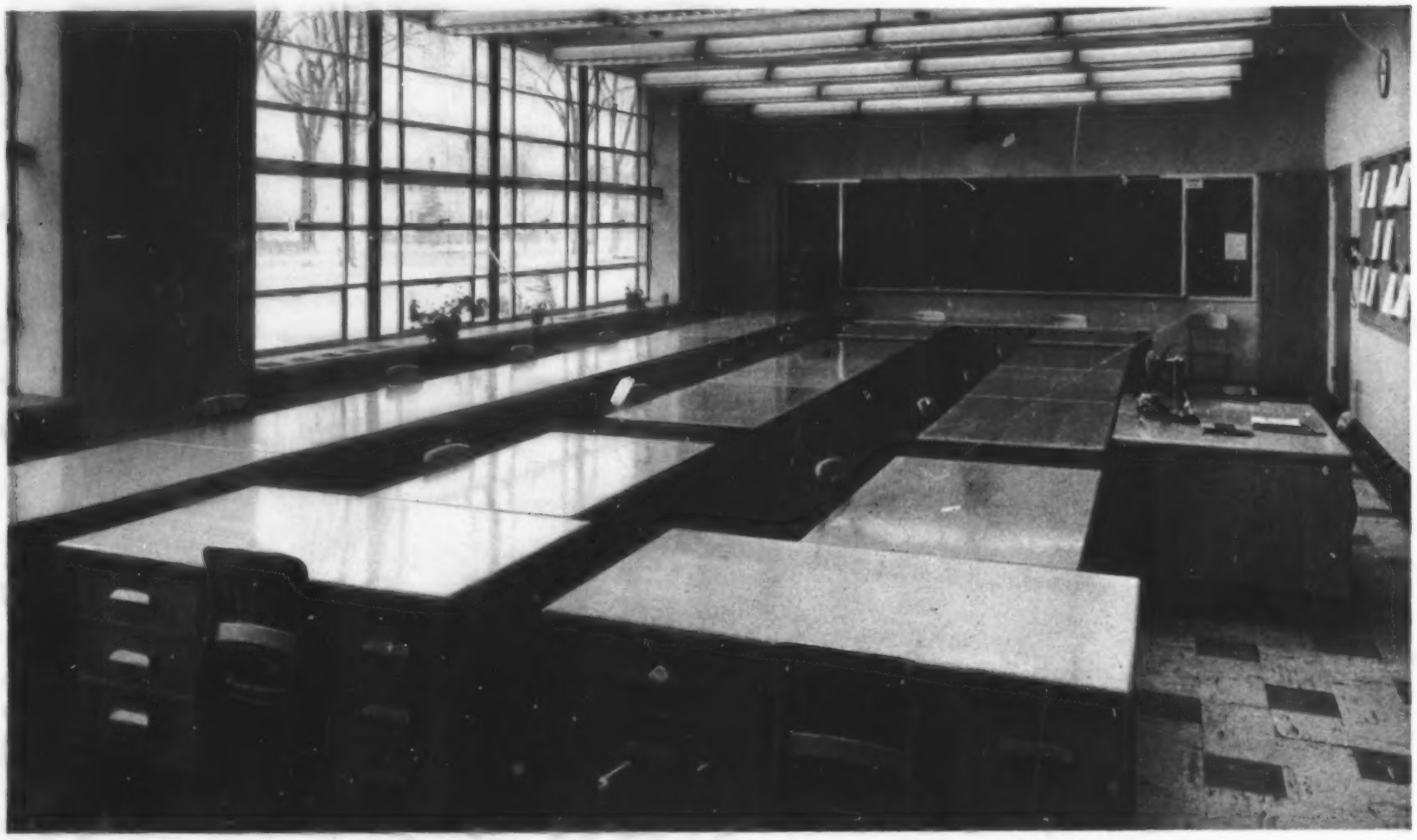


Semi-realistic practice sales demonstrations can be conducted in this classroom laboratory.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
Tests serve as a summary and review of work covered. Long essay-type tests confuse the pupil and punish the teacher with unnecessary correction of papers. Objective tests, which can be scored equally well by pupil or teacher, seem to be practical for these groups.	A formal class test probably should be given at the completion of each instructional unit.
Tests should be short enough to be completed by most of the slower members of the class within the period. If papers are collected as each pupil finishes the test, the time can be noted on the individual papers and credit given for completing a paper in a short time. However, speed should not be rewarded at the expense of accurate, complete, neatly done work.	The teacher must strive to prepare a test that is not too difficult. A teacher may need to admit to himself that a test should be revised after it has been given to the class. Such a revised test should again be given and credited to the class.
	In order not to be burdened with many papers to correct at one time, the teacher should schedule written work and tests so that correction may be spread over several days. Papers should be returned to pupils as soon as possible after they are collected. If papers are merely to be checked and not assigned a grade, this should be explained to the pupils so that they will not be disappointed. When papers are returned to the class, time should be allowed during the period to review the test and explain the corrections needed.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
Some form of evaluation should usually be made at key points in the unit being presented so that the teacher can assess pupil progress. Tests are devices for helping pupil and teacher evaluate progress of the individual members of the class. They frequently reveal to the teacher areas of subject matter that must be clarified or retaught. Some pupils perform poorly on tests, and it is suggested that the individual marks for tests, as well as for the class summary record, be kept confidential so that pupils experiencing difficulty will not be embarrassed or lose confidence.	One of the most difficult tasks of the teacher of pupils experiencing difficulty is to prepare the summary achievement record for the individual class members. If too great a reliance is placed on test marks, failure, with its many frustrations and discouragements, may result for many members of the group. If the teacher will consider the many *positive things* she has learned about *each* pupil's work rather than the negative ones, the task of marking may be easier. What has the pupil accomplished in the time covered by the mark? Recitations, notebooks, homework, extra assignments, tests — all should be considered. It is suggested that evaluation be made on an individual basis, without undue emphasis on the performance of other members of the class group. Better results will be accomplished if the pupil competes with himself.

GENERAL CONSIDERATIONS	SUGGESTED PROCEDURES
Pupils, however, should learn that regular and prompt attendance, promptness in accomplishing assignments, cooperative attitude, and ability to be responsible for performing certain duties are basically important in school and on the job.	Emphasize the fact that one of the first things an employer wants to know about a prospective employee is his attendance record while in school.
A rating for discipline should not be incorporated into the pupil's mark for the subject. If included at all, it should become part of the "citizenship" grade (or other supporting record used in the individual school).	A pupil must appreciate that *all* of his school record is considered by a prospective employer. He needs to know, too, that personnel records are kept in business similar to his report card and other school records.



A favorable learning situation encourages greater pupil participation.

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